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Instructional Practices Used in Teaching the Social Studies in One Hundred Schools

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INSTRUCTIONAL PRACTICES USED IN
TEACHING THE SOCIAL STUDIES
IN ONE HUNDRED SCHOOLS

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INSTRUCTIONAL PRACTICES USED IN TEACHING
THE SOCIAL STUDIES IN ONE HUNDRED
SCHOOLS

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by

Corean Joyce Blair Fisher

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of the Requirements for the Degree of

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in the

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of

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DEDICATION

To the Blair family and my husband, Elmer Lee Fisher.

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CHAPTER I

INTRODUCTION

The unrest in our social and economic structure brought about by the world war, the subsequent depression and the recent attempt to adjust the pupil to the present day living conditions, have developed need for change in materials and methods used in the social studies program of the sixth, seventh, and eighth grades.

The efficiency of our educational system has been criticised and is still receiving both criticism and publicity in magazines and newspapers; as a result of this widespread interest. Educators have critically studied and evaluated curricula and methods used in classrooms. Some recommendations that have come as a result of these studies are as follows: (1) the classroom teacher should provide life experiences for the child; (2) the curricula should be revised; (3) teachers should present subject matter in carefully prepared units; and (4) the goal should be the development of habits, attitudes, skills, interests, understanding, thinking, and provision for retention and growth.¹

The public schools of a dynamic society are charged with the difficult responsibility of serving a conscious agent for social improvement. Satisfactory assumptions of this responsibility requires that the public schools proceed on such a manner that the following objectives will be accomplished:

1. To familiarize pupils with such experiences of past and present times as shall enable them to understand and appreciate the time

¹ Ernest, Horn, Methods of Instruction in the Social Studies. p. 7.

in which they live.

2. Training for citizenship in a democracy, involves an understanding of the present social order.

3. To fix proper habits of study and work.

4. To acquaint pupils with the diverse forms in which science materials are recorded, and with materials used by people when engaging in the same kind of activities as those with which the social studies are themselves concerned.

Another set of objectives which has received wide attention is the one formulated by Wirth.¹

1. Among the goals of achievement we should certainly expect to find historical information.
2. Since the student deals with scientifically established information, he should acquire knowledge of the processes by which historical facts are established.
3. The habit of looking at both sides and of inquiry into the reasons for different points of view should constitute another goal of achievement for history in the public school.

In short, the social studies must provide social experiences in which the very soul of the student may be said to participate.²

Statement of the Problem

The decisions as to what methods are to be used in determining learning experiences and materials to be used, in teaching the social

¹ F. P. Wirth, "Objectives and Goals for History in School" Historical Outlook. pp. 117-119.

² Emil Heintz, "Objectives in Social Studies," Progressive Education. p. 270.

studies, the following questions for consideration in the solution of this problem include:

1. Are children given opportunities for initiative, self-direction, and responsibility?
2. Do children have opportunities to work independently or in groups in collecting, organizing, interpreting and presenting data?
3. Is sufficient flexibility of the program given to meet the needs and interests of students?
4. What effort is made toward utilization of many kinds of materials and resources?
5. Is provision made for development of desirable behavior patterns as reflective thinking, work habits, study, skills, knowledge, social attitudes, interests and appreciations?

Purpose of the Study

In recent years there have been various methods used in teaching the social studies. Since there has been much interest in this particular subject, the writer has made this study to investigate methods of instruction in teaching the social studies, and to give results of this investigation.

Scope and Limitation

This investigation includes the study of methods of instruction in teaching the social studies in one hundred schools in Texas. These schools comprise a specimen of sampling of Negro schools (large and small) in various cities and small towns in the State of Texas. This study also includes schools with an enrollment of not less than ten

and not more than twelve hundred students.

Method of Procedure

The writer of this thesis sent one hundred forty questionnaires accompanied with a letter explaining the purpose of the questionnaire, to principals and teachers in various towns and cities in Texas. One hundred of these school principals and teachers answered the questionnaires and returned them, many of the teachers did not cooperate by returning the questionnaires. However, the information received from the schools reporting, was carefully read, classified, and tabulated for material used in this study.

Definition of Terms

More than twenty years ago, an authoritative commission said the "social studies" are those studies whose subject matter relates directly to the organization and development of human society, and as a member of social groups.¹

Wesley,² defines the social studies as "the social sciences simplified for pedagogical purposes."

Good, defines the social studies as:

Those portion of the subject matter of the social science, particularly history, economics, political science, sociology, and geography, which are regarded as suitable for study in the elementary and secondary schools and are developed into course of study, whether integrated or not,

¹ Roy O. Billett, Fundamentals of Secondary School Teaching with Emphasis. p. 222.

² Edgar Bruce Wesley, Teaching the Social Studies in Elementary School. p. 3.

and of which both the subject matter and the aims are predominantly social.¹

"Community resources" may be defined as anything in the community that has an educative value.² These community resources may be cultural, human, or natural resources.

"Teaching aids" may be defined as any picture, model, object or device which provides concrete experiences to the learner for the purpose of (1) building up, enriching, or clarifying abstract concepts; (2) developing desirable attitudes; and (3) stimulating further activity on the part of the learner.³

Related Literature in the Field

Several studies have been made in the field of social studies. A survey of visual aids was made by Laura N. Jones.⁴ The purpose of this study was to investigate the extent to which visual aids were used in the Negro schools in Waller County; to give the students first-hand, visual information for stimulating interest in the class; and, to make available to the teachers of various schools a list of effective visual aids, and a complete analysis of these devices.

¹ Carter Good, Dictionary of Education. p. 378.

² Ibid., p. 86

³ Charles F. Hoban and Samuel B. Zisman, Visualizing the Curriculum. p. 9.

⁴ Laura N. Jones, "A Survey of the Visual Aids in Waller County," Unpublished Master's Thesis. Prairie View Agricultural and Industrial College, Prairie View, Texas. 1941.

Feany,¹ made a study of course offerings in the teaching of the social studies of several states as a result of his findings, set up a curriculum for the sixth, seventh, and eighth grades.

Peters,² in his article found that it was the pupils who desired to see how they need to act, the pupils who set up and define the problems and determine the methods of solving them. The teacher acts as only one member of the group, with the same right to propose problems. The pupil and teacher match ideas with one another in a common effort to learn what is the best way, the teacher is as anxious to learn from the pupils as they are to learn from the teacher. The pupil learned in a very real situation, to assume responsibility and to carry it out; to lead and to follow intelligently the leadership of others and to receive respect; to talk and listen with the purpose of finding the truth; and to think critically and fearlessly about the real problem of life.

Crews,³ made a study on "A Social Studies Curriculum for Seventh and Eighth Grades." In this study the writer attempted to organize a course of study that meets the criteria of accuracy, usefulness and learnability. The content was determined by a study of distribution

¹ Percy Feany, "A Survey of Instructional Practices and Equipment Used in Observed Lessons in the Social Studies in Grades Six, Seven, and Eight." Unpublished Master's Thesis. University of Minnesota. 1934.

² Charles Peters, "Teaching History and the Social Studies for Citizenship Training." School and Society. Vol. 67. January 10, 1948.

³ Mrs. J. C. Crews, "A Social Studies Curriculum For Seventh and Eighth Grades." Unpublished Master's Thesis. State Teacher's College. Canyon, Texas. 1940.

of courses. This study showed that community civics and geography as the core, were more frequent in grade seven; with United States History and civics the predominating element in grade eight. Social problems, community life, and citizenship were stressed in most courses.

Langley,¹ made a study of various methods used in teaching the social studies in elementary schools. His aim was to show the teaching techniques advocated by the many methods in teaching the social studies; to show the advantages and disadvantages of each. He concluded that the best method or methods were the one that the teacher can use best in a given situation.

Table I, page 9, shows that one hundred schools reported 12,971 pupils enrolled in the social studies classes in grades six, seven, and eight. The teaching of history, civics and geography as separate subjects was found in 25 per cent of the schools; most of these were the larger city schools and the integration of the social studies was found in 75 per cent of the schools; some of these used the traditional method. Over 60 per cent of the schools followed the State Course of Study, while 12 per cent did not follow the course of study.¹ Sixty per cent of the schools indicated use of community resources, such as ministers, doctors, nurses, carpenters, police

¹ Langley, "Trends in Methods of Teaching the Social Studies." Unpublished Master's Thesis. University of Redlands, Calif. 1940

CHAPTER II

PRESENTATION AND INTERPRETATION OF DATA

This study is concerned with the number of students enrolled in the social studies; methods of teaching, whether separate, integrated or incidental; objectives or purposes; course of study followed; methods of planning; use of community resources; and visual aids and devices used in teaching the social studies in grades six, seven, and eight.

One hundred questionnaires were received and carefully examined. The data were tabulated and the percentages of each checked item were computed.

Table I, page 9, shows that one hundred schools reported 11,498 pupils enrolled in the social studies classes in grades six, seven, and eight. The teaching of history, civics and geography as separate subjects was found in 25 per cent of the schools; most of these were the larger city schools and the integration of the social studies was found in 75 per cent of the schools; none of them used the incidental method. Over 80 per cent of the schools followed the Texas State Course of Study, while 12 per cent did not follow the course of study.¹ Sixty per cent of the schools indicated use of community resources, such as ministers, doctors, nurses, supervisors, young men who had been across seas, health inspectors, and fire prevention, inspectors, who visited the school and lectured to the classes.

¹ Edgar E. Wilson and Thomas El Pierce. Basic Learning Areas in The Elementary School. State Department of Education Bulletin. No. 471. Austin, Texas, 1941.

TABLE I. REPORT SHOWING NUMBER OF SCHOOLS ENROLLMENT AND METHOD OF TEACHING SOCIAL STUDIES

Name of Cities & Town	Number of Schools Reporting	Enrollment in Social Studies	Methods of Teaching		
			Separate	Integrated	Incidental
Abilene	1	62	x		
Anderson	1	31	x		
Austin	2	594		x	
Bartlett	1	60	x	x	
Baytown	1	119		x	
Beaumont	4	1276		x	
Belton	1	63		x	
Bastrop	1	47		x	
Bryan	1	120		x	
Brownwood	1	41		x	
Caldwell	1	60		x	
Calvert	1	140	x		
Cameron	1	101	x		
Clay	1	15		x	
Cleburne	1	36	x	x	
Conroe	1	109		x	
Corpus Christi *	1	81		x	
Dallas	1	250		x	
Dawson	1	35		x	
Denison	1	115	x		
Total	24	3,355	7	15	

* 7 and 8 only.

TABLE I. REPORT SHOWING NUMBER OF SCHOOLS ENROLLMENT AND METHOD OF TEACHING STUDIES (Continued)

Name of Cities & Town	Number of School Reporting	Enrollment in Social Studies	Methods of Teaching		
			Separate	Integrated	Incidental
Elgin	1	155		x	
El Paso	1	128		x	
Ferris	1	79		x	
Frankston	1	68		x	
Fort Worth	1	563	x		
Gainsville	1	36	x		
Gatesville	1	17		x	
Georgetown	1	25		x	
Giddings	17	70		x	
Gilmer	1	400	x		
Gladewater	1	73		x	
Greenville	1	94	x		
Harlinger	1	24	x		
Hempstead	1	63	x		
Henderson	1	62	x		
Hillsboro	1	155	x		
Honey Grove	1	110		x	
Houston *	1	1,128	x		
Holland	1	12		x	
Huntsville	1	10		x	
Total	20	3,272	9	11	

* 7 & 8 only.

TABLE I. REPORT SHOWING NUMBER OF SCHOOLS ENROLLMENT AND METHOD OF TEACHING STUDIES (Continued)

Name of Cities & Town	Number of Schools Reporting	Enrollment in Social Studies	Methods of Teaching	
			Separate	Integrated incidental
Jasper County	1	14		x
Karnack	1	170		x
Kilgore	2	145	x	
Kirbyville	1	43		x
La Feria	1	10	x	
Ledbetter	1	46		x
Lindale *	1	56		x
Longview	2	86		x
Madisonville	1	36		x
Manor	1	45		x
Marlin	1	256		x
Marshall	1	185	x	
Mart	1	60		x
Mexia	1	58		x
Moody	1	37	x	
Mc Kinney	1	73	x	x
Mc Gregor	1	36		x
Midland	1	40		x
Total	20	1,396	5	15

* 7 and 8 only.

TABLE I. REPORT SHOWING NUMBER OF SCHOOLS ENROLLMENT AND METHOD OF TEACHING STUDIES (Continued)

Name of Cities & Town	Number of School Reporting	Enrollment in Social Studies	Methods of Teaching		
			Separate	Integrated	Incidental
Midway	1	45	x		
Milford	1	48		x	
Nacogdoches	1	36		x	
Navasota	1	75		x	
Newton	2	92		x	
Oakwood	1	60		x	
Orange	1	174		x	
Overton	1	24		x	
Paris	1	138	x		
Pecos	1	13	x	x	
Pilot Point	1	75		x	
Plano	1	63		x	
Pleasanton	1	15		x	
Rogers	1	20		x	
Round Top	1	26	x		
San Angelo	1	78	x		
San Antonio	1	400	x		
San Augustine	1	12		x	
Saguin	1	87	x		
Sherman	1	110		x	
Smith County	1	60	x		
Totals	22	1,651	8	14	

TABLE I. REPORT SHOWING NUMBER OF SCHOOLS ENROLLMENT AND METHOD OF TEACHING STUDIES (Continued)

Name of Cities & Town 666	Number of School Reporting	Enrollment in Social Studies	Methods of Teaching		
			Separate	Integrated	Incidental
Taylor	1	114		x	
Temple	1	177		x	
Terrill	1	140		x	
Texas City	1	43		x	
Trinity	1	41		x	
Tyler	2	222		x	
Victoria	1	100	x		
Waco	2	659	x		
West	1	69		x	
Washington	1	36		x	
Wichita Falls	1	177	x		
Wiergate	1	46		x	
Total	14	1,824	3	9	

Visits to historical places, mattress factories, dairy farms, field trips, excursions to museums, parks, playgrounds, broadcasting stations, city council (in session), oil wells, saw mills, educational movies, and Coca Cola factories, all of these community resources were used by the schools in teaching the social studies classes. Some schools reported, placed the wrong interpretation on the meaning of community resources.

A careful examination of the objectives of the schools reported the following objectives to be the trend in teaching the social studies:

1. To show interdependence on each other.
2. To acquaint the student with various aspects of the past and present.
3. To acquaint pupils with the world and how man makes a living.
4. To build attitudes of tolerance, respect, sympathy and good will to all races, classes, ages and nations.
5. To develop effective citizenship.
6. To develop better human relationship.
7. To help the pupil to understand his environment.

These objectives according to the schools in this study, were consequently centered around responsibility, attitudes, interdependence, understanding, and citizenship. These objectives are in keeping with the objectives of social studies as outlined by the Texas State Course of Study and the objectives as given by Wesley and Adams.¹

Ninety one schools planned according to the interest and needs of the children; seven of the schools made plans according to materials found in textbooks only. Two partially planned work according to the State Course of Study. The trend in planning according to the interest and needs of children was made through discussions by teacher and pupils, questions, and problems were developed for

¹ Edgar B. Wesley and Mary Adams. Teaching the Social Studies in Elementary Schools. p. 114.

study. These problems were integrated with daily class work. In teacher-pupil planning, the pupils were given a chance to work in groups, to use their own initiative, to plan, and to develop the power to think clearly and quickly. The pupil were given chance to contribute worthwhile material to class which he had obtained from current news, and from radio programs.

Table II, page 16, shows the number of schools using visual aids and devices. All the schools reporting, used some form of visual aid. Sixty-four per cent of the schools used motion pictures; 36 per cent of the schools did not use motion pictures. Ninety-seven per cent of the schools used maps, while only three per cent of the schools did not indicate use of maps. Sixty per cent of the schools used globes, charts, projects, pictures, and posters in connection with the teaching of social studies. Between 60 and 70 per cent of the schools listed, reported mock radio programs, making graphs, demonstrations, debates, and dramatizations, as aids to the social studies program. Three per cent of the schools had school museums. It was also found that debates and panel discussions were used in the eighth grade only. Forty-five per cent of the schools indicated use of newspapers and magazines.

In the social studies classes, the teacher

Need for Social Studies

There is a need for social studies

1. *Journal of Social Studies*, 1934, 1, 1-10.

CHAPTER III

FUTURE IMPLICATION FOR A PROGRAM IN TEACHING THE SOCIAL STUDIES

The youth should be equipped with an increasing and lasting interest in the social studies. It is very essential that he gets a better understanding of the present living conditions, and a willingness on the basis of that understanding to contribute, and to share in those essential experiences.

It is assumed that the data gathered may be useful in helping teachers of social studies classes to set up specific objectives in teaching the social studies, provide for varied instructional materials and aids, and encourage pupils in social studies classes by the use of interesting and meaningful activities. The future of the social studies program depends upon a clear understanding on part of both teachers and pupils of what is to be learned, whether it be concepts, principles, attitudes, or ways of working. The instructional materials must be organized in terms of one or more significant purposes; such purposes that provide not only the fundamental motives for learning, but, the bases for the selection, emphasis, and organization of ideas. It is imperative that all important ideas presented in the social studies classes, be clear, accurate, and well organized.¹

Need for Social Studies

There is a need for social studies in the school, and this need

¹ Ernest Horn, op. cit., p. 499.

TABLE II. VISUAL AIDS USED IN THE ONE HUNDRED SCHOOLS STUDIED

Visual Aids	Visual Aids Used	Visual Aids Not Used	Percentage Used
Motion Pictures	64	36	64%
Maps	97	3	97%
Pictures	93	7	93%
Globes	69	21	69%
Charts	80	20	80%
Projects	64	36	64%
Posters	81	19	81%
Slides	24	76	24%
Photographs	55	45	55%
Drawings	81	19	81%
Field Trips	73	27	73%
School Museums	3	97	3%
Conversation	86	14	86%
Plays	68	32	68%
Experiments	24	76	24%
Mock Radio Programs	65	35	65%
Constructions	54	46	54%
Making Graphs	53	47	53%
Diagrams	69	31	69%
Bulletin Board Items	88	12	88%
Demonstrations	62	38	62%
Panel Discussions	60	40	60%
Debates	46	54	46%
Newspapers	63	37	63%
Magazines	45	55	45%

is constantly increasing; some reasons for this are:

(1) The United States is gradually changing from an agrarian society to that of an industrial society; (2) The rapid growth of the urban population; (3) The increasing mobility of our population; (4) The merging of diverse peoples, and culture; (5) The changing (or weakening) of ethical standards; (6) The enlargement of the community; and, (7) The vast increase in school population.¹

Suggestions for Curriculum Development

The instructional materials should be organized in terms of one or more significant purposes. These may well be formulated in terms of the probable future uses, that are to be made of the knowledge or abilities gained.

Instruction in the social studies ought to open up a new world of interesting inquiry for which the student's accomplishments in school both in content and in methods of study are only a partial preparation for living in social order. A continuing interest in problems of society and a growing ability to attack them with competence are the evidences of good teaching.²

The competent classroom teacher presents social studies materials to her children through direct observation and participation, through vicarious experiences of others; exposure to the printed page - newspapers, magazines, books, charts, graphs, and visual aids. Out of the social study experiences, the teacher hopes to arrive at several types

¹ Ernest Horn, op. cit., pp. 496-509.

² Robert Hill Lane, The Teacher in Modern Elementary School. p. 136.

of outcomes, namely: knowledges, understandings, generalizations, work habits and attitudes.

The curriculum cannot be constructed by asking the subject-matter expert in one narrow field, what should be placed in the curriculum. Rather, what are those situations involving social relations which, the child has, or will meet. How he can be helped to encounter more effectively these situations? The application of these latter criteria in guiding curriculum selection is necessary if progress is to be made toward the goals of the elementary school.

The child to be effective in situations involving social relations must:

1. Be able to function as a member of the various groups of which he is or will be a part.
2. Be competent in dealing with such problems as arise in these groups.
3. Develop such attitudes as will permit a careful consideration of these problems.
4. Be able to locate and utilize such material as will bear upon these problems.

There are ten trends or changes in Education necessary for consideration in improving the social studies curriculum. These trends are:

- I. Mechanical inventions made possible increased time freed from the production of goods and services required for the maintenance of a given standard of living.
- II. Society is today characterized by serious strains due to the failure of many of our institutional forms and practices to keep pace with the recent rapid rate of industrial change.
- III. The increasing amount of specialization and division of

processes has increased the interdependence among individuals, communities, and nations, and is resulting in an increase of cooperative action.

- IV. The growing complexities of modern life are resulting in an increase of large scale, long-time planning.
- V. The machine age reduces the direct personal relationship between producer and consumer and thus tends to increase our dependence upon forms of social control.
- VI. With the increasing complexity of society, the source of control of a social agency tends to become more remote from its individual beneficiaries.
- VII. The growing recognition of individual differences is resulting in greater differentiation of the provisions made available to people in a democracy.
- VIII. The intricacies of social relationship have resulted in the increased use of expert knowledge and trained leadership.
- IX. The dynamic character of industrial society, the diversity of cultural patterns in modern life, the wider diffusion of knowledge, and the rise of scientific authoritarian and conventional control over human conduct.
- X. The development of social cleavages, both horizontal and vertical, is deepening the strain and tension in American life.¹

Procedures for Teaching Social Studies

The Unified Method, must in the teaching of pupils, include all phases of life experienced by the pupils themselves. Again the Unified Method considers the child's life as a unit and not the subject matter to be learned.

Judd, says, "there are educators who recommend integration of the social studies, a complete combination of geography, history

¹ Lee and Lee, The Child and His Curriculum. p. 275

and civics, and there are teachers and administrators who have willingly accepted the integration of the social studies.¹

Advantages of the Unified Method

1. It develops the total personality of the child
2. It satisfies the child's needs when they are felt.
3. It focuses attention upon the thing to be learned and not upon subject-matter as such.
4. It enables the teacher to correct the child's errors when they are made.
5. It breaks down teacher-pupil formal relationship because the teacher considers himself one of the group.

Disadvantages of the Unified Method

1. It is formless.
2. It lacks a central thread of coordination.
3. It leaves too many decisions to the pupils.
4. It is not all-inclusive of life experiences.

The Unit Method

A unit of work has been described as any large learning situation which (1) is stimulated by the group or one of the group, to accomplish a worthwhile end; and, (2) which attracts or draws to it a large number of experiences and various fields of knowledge.

¹ "A Complete Program of Social Studies," Elementary School Journal, Vol. 42, (June 1942) p. 498.

Advantages of the Unit Method

1. It provides for individual differences.
2. Emphasis is placed upon the activity of the pupil.
3. Pupils like the unit method and are interested when using it.
4. It affords a practical basis for remedial work.
5. The unit method involves life situations.
6. It furnishes sustained motivation.
7. Develops desirable personality traits.
8. It affords interesting challenges to the bright child.
9. It demands the completion of the learning process rather than the acquisition of isolated information.
10. Early in life the pupil forms the habit of getting joy out of work.

Disadvantages of the Unit Method

1. The unit method can degenerate into the following of a pattern with the structure being the main thing.
2. Misconceptions acquired by the pupils too often go unchanged.
3. If previous units are used they still the children's initiative.
4. If guide sheets are made out by the teacher too far ahead of the time they are to be used, they will grow stale and useless.

The Activity Method

During the period of the World War II, school work was vitalized

to a certain extent by the practical activities introduced into schools such as Red Cross (the making of sweaters, gifts, and socks for the soldiers). These were activities in the schoolroom. The activity program attempts to develop the child's total personality.

Advantages of the Activity Method

1. It creates a desire on the part of the children to attend school.
2. Pupils can see what they have built and accomplished.
3. It develops initiative.
4. Children learn to cooperate.
5. Desirable work habits are acquired.
6. Pupils learn to live in harmony with others and with a spirit of helpfulness.
7. It encourages self-control, self-judgment, and self-mastery.
8. It provides an opportunity for the child to live here and now.
9. It tends to keep the whole child alive.
10. It leads to perfecting all those fundamental character traits which makes for good citizenship.

Disadvantages of the Activity Method

1. The activity might become the end, and not remain a means.
2. Many activities are not carried on for a definite purpose.
3. Many constructive activities are not authentic.
4. Too much time is consumed by some activities than is profitable.
5. In some pupils, it fails to provoke critical thought.

6. Some constructions are undertaken that are too difficult.

7. A great deal of time is spent in constructions that are not needed to clarify or enrich understanding.

The Socialized Recitation

The socialized recitation is that form in which the class members take turn in presiding and conducting the recitation. A competent pupil is selected by the teacher, or the class, to direct the work; this pupil presides, and calls upon the others to recite upon topics that have been prepared beforehand by the teacher.¹

Advantages of the Socialized Recitation

1. Pupils learn to sacrifice personal wishes for the good of the class.
2. It cultivates a sense of values.
3. Develops a spirit of good will.
4. Creates and maintain a spirit of democracy.
5. Each member has a chance to contribute to the group.
6. Develops a feeling of unity which binds together the members of the group.

Disadvantages of the Socialized Recitation

1. The method can become mechanical.
2. Many pupils never do comprehend the real value of the socialized recitation.
3. Pupils sometimes become interested in the method rather than in the real aim.

Guiding principles for formulating educational experiences in directing, understandings, skills, abilities, and values, pertinent toward effective teaching of the social studies. The following objectives may be considered:

A. Understandings

1. To be familiar with American culture
2. To recognize the importance of the wise utilization of our human and non-human resources
3. To have a knowledge of our American political system
4. To be acquainted with the form and functioning of our American government
5. To be familiar with the basic principles of our economic system
6. To understand the nature of public opinion and propaganda
7. To appreciate the role of arts in American life
8. To recognize his own attitudes and interests
9. To have a clear concept of the nature of democracy
10. To throw light on our modern political, social and economic problems.¹

B. Skills and Abilities

1. To participate in group discussions, panel, round table, forum, and informal discussions
2. To present data effectively in written and oral form.
3. To work with others cooperatively in planning work and in gathering and using data
4. To prepare and present data by means of charts, maps, tables, slides, graphs, movies, friezes, cartoons,

¹ Quillen and Hanna, Education For Social Competence. pp. 62-63.

and murals.

5. To interpret and evaluate data presented in various ways: recording, radio speeches, pictorial materials, movies, written material and maps
 6. To listen attentively and courteously
 7. To work independently
 8. To follow directions intelligently
 9. To be resourceful
- C. Values (Attitudes, appreciations, social sensitivity and interests)
1. To be tolerant
 2. To appreciate the responsibilities of citizenship in a democracy
 3. To be cooperative
 4. To appreciate the unique character and worth of culture other than our own
 5. To be sensitive to current social problem
 6. To develop self-reliance and self respect

Community Resources in Social Studies Instruction

During World War II the schools became a center of many community activities: rationing, scrap collection, civilian defense, the sale of stamps and bonds, and Junior Red Cross activities.¹ Hence, while it is still true that practice lags behind theory and the school is too often widely separated from community life, considerable progress has been made.

Teachers of the social studies have an especially heavy respon-

¹ J. Quillen and L. A. Hanna, Education For Social Competence. pp. 284-285.

sibility in utilizing community resources as materials of instruction and in filling the moat which separates the school and community. It is very important that the social studies teachers have a clear conception of the resources available in the community.

The use of community resources as materials of instruction makes a major contribution to the development of all these objectives.

The community's cultural patterns offers many social studies possibilities for study. Every community contains:

1. A natural environment
2. A man-made physical environment
3. People
4. Social organizations and institutions
5. Expressions of the cultural tradition in the form of documents, art, and music
6. A pattern of living which includes techniques for carrying on basic social functions and processes; a climate of opinion expressing approval or disapproval of people, things, ideas, and actions; and a community spirit which has developed from the community's tradition and which expresses its hopes for the future
7. A pattern of interrelationships and interdependencies with other communities extending over the whole world.¹

Understanding the local community contributes directly to an understanding of the nation and the world. Participation in com-

¹ Ibid., pp. 286-287.

munity activities contributes directly to the building of value standards. Working together on community excursions, and talking with community leaders, build an appreciation of the value of cooperation and gives youth a feeling of confidence in his growing maturity. Young pupils develop a sense of responsibility and self-dependence by doing things which have practical value in the adult world. The use of community resources in social studies instruction contributes not only to the understanding, and values, but also to the building of individual competence.

Many national associations provide material helpful in utilizing community resources. Some of these organizations have local representatives and offices in larger communities; among these organizations that may give assistance are:

American Home Economics Association
620 Mills Building
Washington, D. C.

American Public Health Association
1790 Broadway
New York, N. Y.

National Safety Council
20 North Wacker Drive
Chicago, Ill.

Soil Conservation Service
Division of Information
U. S. Department of Agriculture
Washington, D. C.

Mr. Everett F. Evans
Secretary-Treasurer
Texas Forestry Association
College Station, Texas

Mr. J. E. B. Rutland
Director Resource - Use - Education
State Department of Education
Austin, Texas

Atomic Energy Development in the Social Studies Program

The social studies teacher must keep up with recent trends and teaching methods, because tomorrow our pupils may be expected - on the basis of what they are now learning to continue to make triumphant advancements in science. America's teachers must see to it that the pupils make comparable progress in the art of human relations.¹

These questions may be checked by social studies teachers:

1. Has atomic energy education been officially recognized (by the Board of Education and the administration) as an integral part of our school program?
2. Have systematic efforts been made to help principals, supervisors, and teachers, become aware of the meaning of atomic energy development?
3. Are teachers presenting atomic energy information in basic courses, especially in science, social studies, and English?
4. Is there an all-school program of general information about atomic energy carried on through such school activities as assemblies, clubs, films, forums, corridor exhibits, and student publications?
5. Do the all-school and classroom atomic energy programs complement each other?
6. Has such a program in school been projected into the community to increase the public's knowledge of atomic energy?
7. Is there a systematic program of evaluation (testing attitudes and general knowledge) as a basis for determining the effectiveness of instruction about atomic energy?

¹ Mable Studebaker, "The Teacher and the Atom," Atomic Energy. Vol. 31. p. 1.

Comprehensive units on atomic energy development emphasizing the social, economic, and political implications, may be organized for social studies courses, around such questions as: atomic energy for the best welfare of all? What is the present status of domestic control, and plans for development. What are the implications of atomic weapons for international relations, and specifically for American foreign policy? What are the potential applications for atomic energy in industry, transportation, medicine, power production, and agriculture? What can our class do to help meet the problems connected with atomic energy today?

In teaching United States History, the social studies teacher can develop units of study on atomic energy, with facts centered around cultural advances or standard of living - consider medical uses of atomic energy, potential benefits in heating houses, agricultural industries, applications in transportation, conservation of natural resources - consider potential uses of atomic energy and radioactivity by products in factories and transportation; agricultural development - consider uses of isotopes in agricultural research, effects on farm life of potential applications of atomic energy in field of power and medicine.

In teaching community civics study of public opinion might be centered on current views about atomic energy; surveys may be made in community to ascertain popular levels of knowledge and opinion on various atomic energy problems.

For future improvement in the teaching of social studies it is assumed that the social studies teacher use the following

Procedures in developing a social study program.¹

1. Read the current issue of monthly magazines and newspapers, to locate every item concerning atomic energy. Prepare a vocabulary of items needed for understanding of these items. List new facts learned from the articles. Present these with explanations to the class.
2. Work with class members to present a "radio broadcast" based on Script, Atomic "Energy is Your Business." Obtain the writing to the Educational Federal Security Agency, Washington 25, D. C. Arrange to present it as an all-school assembly or for one of the adult groups of the community.
3. Appoint a class committee to keep up a section of the bulletin board up to date with items concerning problems of atomic energy.
4. Investigate museums, libraries, colleges, and universities near the school to discover how they could help the class in the study of atomic energy.
5. Plan a program of films, speakers, panels, forums, and discussions.

These are procedures by which the school can stimulate school community interest in the problem that is puzzling the world.

¹ G. A. Mirick, Progressive Education. p. 218.

CHAPTER IV

SUMMARY AND CONCLUSION

Summary

The social studies embrace bodies of knowledge and thought pertaining to the relations of human beings to one another and to the physical environment in which they live and work.

To determine instructional practices used in teaching the social studies, one hundred-forty questionnaires were sent to principals and teachers of 11,498 students in grades six, seven, and eight.

It was found that in thirty-one schools, the social studies were taught as separate subjects, and in sixty-nine schools the social studies were taught by means of integration.

Over 75 per cent of the schools followed the Texas State Course of Study and planned courses according to the interests and needs of students. More than 60 per cent of the schools indicated use of community resources; and one hundred schools used some form of visual aid principally; motion pictures, maps, pictures, posters, projects, drawings, and bulletin board items. Debates, panel discussions on current problems were not used in 25 per cent of the schools.

Recommendations

1. More use to be made of visual aids in the classroom.
2. Expand reading interests to include daily newspapers, magazines, and reference books.
3. Provide for school museums.

4. Place more emphasis on use of community resources, (natural, human, and cultural).
5. More use be made of debates, panel discussions, discussions, on current problems, and slides.
6. Make the social studies program the core of the elementary school.
7. A comparative study of the separate subject-matter program with the integrated or fusion plan be made to determine results.

Conclusion

It was revealed in this study that the objectives set up in the one hundred schools centered around human relationship, interdependence, responsibility, understanding, and citizenship.

It was found that visual aids are essential in stimulating interest in the social studies classes.

The social studies should include the development of appreciations, understandings, and attitudes.

The curriculum of the modern school should plan to include the present indications of need for the development of a sound philosophy based upon the uses toward which atomic energy may be put - for the social and economic welfare of all the people, or, for world destruction.

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APPENDIX

Dunbar High School
Temple, Texas
November 1948

Dear Teacher:

May I have a few minutes of your time? Will you be kind enough to fill out and return the attached questionnaire? Your assistance in this regard will be very helpful to me in the completion of an important investigation.

Thank you for your kind cooperation.

Sincerely yours,

(Mrs.) Corean Blair Fisher.

QUESTIONNAIRE

Name of School

Location of School

Principal or teacher: _____

1. Number of students studying the Social Studies in grades 6,7, & 8
_____.

Will you kindly check the items below:

2. Your method used in teaching the Social Studies (Geography, History, Civics)

- a. As a separate subject ()
b. As an integrated subject ()
c. Incidental ()

3. Objectives or purposes: _____

(Use reverse side if additional space is needed)

4. Do you follow the Texas State Course of Study? Check: Yes ()
No ()

Do you plan according to the needs and interests of children?

Yes () No () If yes, How? _____

5. What use do you make of Community resources? Explain

6. What Visual Aids are used in connection with your Social Studies?
Check:

Motion pictures _____
Maps 6300 _____
Pictures _____
Globes _____
Charts _____
Projects _____

Posters _____
Slides _____
Diggrams _____
Bulletin Board _____
Items _____
Photographs _____

OTHER AIDS

Field trips
School Museum
Conversations
Plays
Experiments
Mock Radio
 programs
Construction
Making Graphs
Newspapers
Magazines

Drawing
Demonstration
Panel Discussion
Debates
Others

PLEASE RETURN THIS QUESTIONNAIRE AS SOON AS POSSIBLE.